

Table of Contents

From the Principal	2
Junior Secondary Education Philosophy	2
Key Staff	3
Junior Secondary at Dalby State High School	4
Junior Secondary education principles	4
School Priorities	4
Junior Secondary Curriculum Organisation	5
Curriculum Overviews	
English	6
English - Aristotle Academy	7
Mathematics	9
Science	10
Science STEM	11
History	12
Geography	13
Civics and Citizenship	14
Economics and Business	15
Health and Physical Education	16
Visual Art	17
Media Arts	18
Drama	19
Music	20
Material and Technologies Specialisations (Design & Technologies – Wood & Metal)	21
Food and Fibre Production	22
Digital Technologies	23
Food/Fashion Specialisations	24
Japanese	25

A Message from the Principal

The Dalby State High School Junior Secondary Curriculum provides students with a comprehensive and connected program of study based on the Australian Curriculum. The program is engaging and accessible for all students. We are committed to providing the best educational outcomes essential for life in the twenty-first century for all students.

At Dalby State High School we believe that every student can learn and achieve; that success brings about success; and that schools and students control the conditions for that success.

Our aim is to provide for, and challenge our students by offering them an array of learning experiences, by setting high expectations and by providing students with multiple opportunities to be accountable and responsible for their learning. We pride ourselves on the range of curriculum programs and other activities in which students can participate.

Our Junior Secondary Curriculum enables students to experience a smooth transition from primary school to senior secondary and beyond. Our curriculum, while challenging, lays solid foundations with the skills that students need, no matter what career path they may choose.

Our Junior Secondary Education Philosophy

Our philosophy around the education of students in Years 7, 8 and 9 is based upon these features:

- Providing a successful transition from primary school
- Building strong skills in literacy and numeracy
- Caring for the Health and wellbeing of the individual student
- Enhancing the learning environment through a Positive Behaviour for Learning approach
- Preparing for Senior Secondary education

Our belief is that student safety and general wellbeing are paramount to the successful transition to high school. A strong focus on supporting individuals will create an environment where all students are able to flourish and reach their potential. This belief underpins the **Connect and Relate Everyday (CRC) Teacher** model, centred on the support, care and holistic development of our Year 8 students.

Please familiarise yourself with the information in this handbook and ensure that if you have any questions, please don't hesitate to contact the school.



Dr Dean Russell

Key Staff – Year 8

Sam Weier – Year 8 Head of Year



Year 8, the next step in your education journey at Dalby State High School. As someone who has worked at various schools across Queensland, I can attest to how fortunate we all are to be part of such a great school and community. As your Head of Year, my main role is to lead and guide you on your individual path through the next four terms. Now that you have found your feet and understand how our school operates, the time has come to focus in on the aspects of your education that you enjoy the most. Throughout Year 8, my aim is to channel students into areas in which they excel, while supporting them in areas of need. This may be through our various engagement or extension programs or via a foray into further elective and specialist subjects. Now that we, as a staff, have gotten to know you better as individuals and as a cohort, there is also opportunities to engage further with our awesome support team. This includes our Social Workers, Guidance Officers, Chaplains, Youth Support Coordinator, Community Education Counsellor, Academic Tutors and the list goes on

and on. Whether it be wellbeing, attendance, academics or future pathways, we have you covered! At any point in Year 8, if you have any questions, ideas or concerns, come down at see me in the support staffroom at the end of the administration block. Alternatively, ask your parents to give me a call at the school at any time. I am looking forward to you joining me so we can work together not only for this year, but also the rest of your high school journey.

Stephanie Waite – 2024 Year 8 Coordinator



Welcome back to a second year at DSHS. I am the Year 8 Coordinator in 2024, continuing on with this cohort from before they set foot at DSHS and began the transition program. It has been a year getting to know the students and see them grow, succeed and navigate their first year of high school. Other than being a Year Coordinator, I also teach Science, including Senior Biology and Maths. As part of my role, I will guide and support the students through their next year of high school as they continue to grow in the DSHS community. They can look to me as a support staff member, as can you as their parents and/or guardians. As this is their second year here at DSHS, we will continue to develop their resilience, perseverance, and 21st century skills and I am excited to see where the year takes them as they continue to develop into capable, confident and successful young people.

James Ryley – Year 8 Guidance Officer



As the Guidance Officer I am excited to work alongside the Year 8 Cohort in 2024. As a cohort we will look to work together to ensure a happy and triumphant second year of high school. Together we will encounter many challenges and accomplish many successes over your years of secondary schooling. We will all bring unique personalities and characters that will ensure our time in school is lively and full of enthusiasm.

Junior Secondary at Dalby State High School

The Junior Secondary years are characterised by the physical, social, emotional and intellectual development of early adolescence. We acknowledge that students move through this stage of life in different ways and with varying life experiences. Our focus on individual health and wellbeing aims to provide a supportive environment where students can engage in learning with a positive attitude and experience success in the various activities they undertake in each lesson of every day.

Meaningful and connected learning experiences during these years provide the foundation for a successful education. Our curriculum has been designed with the aim of continuity: each phase linking with and building upon previous learning.

The Junior Secondary Program at Dalby State High School provides a variety of opportunities for students to experience educational success. The program aims to enable students to:

- engage with their teachers, peers and lessons
- successfully transition from primary to secondary schooling
- foster a sense of belonging to a wider school community
- engage in meaningful and connected learning
- experience a range of subjects and learning experiences to assist with future subject choices and pathways
- build a solid foundation for the Senior Secondary years of education and beyond.

Year 7 & 8 at Dalby State High School		
<i>Planning and Prioritising</i>	<p>Junior Secondary Education Principles</p> <ul style="list-style-type: none"> ✓ Student Wellbeing ✓ Quality Teaching ✓ Distinct Identity ✓ Leadership ✓ Parent and Community involvement ✓ Local decision making 	<p>Key School Priorities</p> <ul style="list-style-type: none"> ✓ Junior Secondary Philosophy ✓ <i>Pathways & Wellbeing (PAW)</i> <i>Teacher</i> model ✓ Teacher Professional Development ✓ Transition and Relationships ✓ Junior Secondary Staffing
<i>Teaching and Learning</i>	<p>Curriculum Organisers</p> <ul style="list-style-type: none"> • Australian Curriculum • Queensland Curriculum & Assessment Authority 	<p>School-specific Frameworks</p> <ul style="list-style-type: none"> • Explicit Instruction • Positive Behaviour for Learning (PBL)

Dalby SHS – Junior Secondary Subject Progression (Australian Curriculum)

Learning Area	Year 7 Subject Name & Code	Year 8 Subject Name & Code	Year 9 Subject Name & Code
English	ENG – English	ENG – English	ENG – English
		Apollo academic extension strand: Aristotle (by application only)	Apollo academic extension strand: Aristotle (by application only)
Maths	MAT – Mathematics	MAT – Mathematics	MAT – Mathematics
	Apollo academic extension strand: STEM (by application only)	Apollo academic extension strand: STEM (by application only)	Apollo academic extension strand: STEM (by application only)
Science	SCI – Science	SCI – Science	SCI – Science
	Apollo academic extension strand: STEM (by application only)	Apollo academic extension strand: STEM (by application only)	Apollo academic extension strand: STEM (by application only)
	TFF – Agricultural Science	TFF – Agricultural Science	TFF – Agricultural Science
Humanities and Social Sciences	HIS – History	HIS – History	HIS – History
	GEG – Geography	GEG – Geography	GEG – Geography
	CIV – Civics & Citizenship	CIV – Civics & Citizenship	CIV – Civics & Citizenship
	ECB – Economics and Business	ECB – Economics and Business	ECB – Economics and Business
Health and Physical Education	HPE – Health and Physical Education	HPE – Health and Physical Education	HPE – Health and Physical Education
The Arts	ART – Visual Arts	ART – Visual Arts	ART – Visual Arts
	DRA – Drama	DRA – Drama	DRA – Drama Apollo academic extension strand: Aeschylus (by application only)
	MED – Media Arts	MED – Media Arts	MED – Media Arts
	MUS – Music	MUS – Music	MUS – Music
Technologies	TTZ – Material and Technologies Specialisations (Wood & Metal)	TTZ – Material and Technologies Specialisations (Wood & Metal)	TTZ – Material and Technologies Specialisations (Wood & Metal)
	TFD – Food/Fashion Specialisations	TFD/TMT – Food Specialisation / Material and Technologies Specialisation	TFD/TMT – Food Specialisation / Material and Technologies Specialisation
	DIG – Digital Technologies	DIG – Digital Technologies	DIG – Digital Technologies
Languages	JAP – Japanese	JAP – Japanese	JAP – Japanese

Shading indicates subjects that are offered as electives at the relevant Year Level

All students must study one Arts and one Technology subject in Semester 1

ENG – English	
<p>The Australian Curriculum in English is built around the three strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge and skills in thinking, understanding, listening, reading, writing, viewing, speaking and creating. By studying the English Curriculum, students develop skills that are essential for further learning, for work and for everyday life.</p>	
Subject Outline	<p>Learning Strands</p> <p><i>Language:</i> How language is structured, how to use language in different contexts, how language changes through time, how to use language to develop and express ideas</p> <ul style="list-style-type: none"> • <i>Literacy:</i> Extended writing, spelling, punctuation, grammar, editing, reading comprehension and public speaking. Literacy skills are taught in every English lesson. • <i>Literature:</i> How to examine literature, how to respond to literature, how to create literature <p>Text books</p> <ul style="list-style-type: none"> • 'English Essentials Workbook 2' - Sadler, Sadler and Winter • 'Holes' by Louis Sachar or 'Harry Potter and the Philosopher's Stone' by JK Rowling [teacher's choice of novel] <p>Units of Study</p> <p>Unit 1: Writing short fiction Unit 2: Novel study Unit 3: Advertising Unit 4: Representations of Australian Indigenous people and cultures</p>
Assessment	<p>The Australian Curriculum in English requires students to attempt a range of written, spoken and multimodal assessment tasks.</p> <p>Unit 1 – Written assignment [short story] Unit 2 – Reading comprehension test + Written assignment [analytical essay] Unit 3 – Written assignment [opinion-piece article] Unit 4 – Spoken presentation [podcast episode]</p>
Costs	See Booklist for equipment requirements. No other subject costs.
Considerations and expectations	Students are required to bring their learning materials with them to every English class and to treat their equipment with respect.
Parent/Carer Support	<p>Parents can help their students to achieve success in English by encouraging them to read and by reading to them regularly. The ability to read is a key skill that gives a student many advantages in life, so any level of reading improvement is valuable.</p> <p>Checking assessment due dates and helping a student to develop a homework/assignment/study schedule so that they can meet those due dates is a really useful support strategy. With multiple subjects in high school, several exams and assignments may be due in the same week so planning is essential for student wellbeing and academic success.</p>

English ARISTOTLE ACADEMY *By application only**

The Australian Curriculum in English is built around the three strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge and skills in thinking, understanding, listening, reading, writing, viewing, speaking and creating. By studying the English Curriculum, students develop skills that are essential for further learning, for work and for everyday life.

Subject Outline	<p>Learning Strands</p> <ul style="list-style-type: none"> • <i>Language</i>: How language is structured, how to use language in different contexts, how language changes through time, how to use language to develop and express ideas • <i>Literacy</i>: Extended writing, spelling, punctuation, grammar, editing, reading comprehension and public speaking. Literacy skills are taught in every English lesson. • <i>Literature</i>: How to examine literature, how to respond to literature, how to create literature <p>Text books</p> <ul style="list-style-type: none"> • 'English Essentials Workbook 2' - Sadler, Sadler and Winter • 'Holes' by Louis Sacher or 'Harry Potter and the Philosopher's Stone' by JK Rowling [teacher's choice of novel] <p>Units of Study</p> <p>The 8 English ARISTOTLE units, assessment tasks and marking criteria align with those of mainstream classes and with the Australian Curriculum Standards Elaborations. Students are extended in their classroom learning as detailed below. The intellectual stimulation that comes from learning in an environment of high achieving peers is an invaluable opportunity for Aristotle students.</p> <p>English Unit 1 – Short stories [written assessment - creative]</p> <ul style="list-style-type: none"> • Aristotle extension of the mainstream curriculum - Students will write a unique and sophisticated short story by transforming, challenging or reinforcing a concept in a stimulus text. • Link to Senior English Syllabus Unit 4 - Creative response to a literary text [extended written response] <p>English Unit 2 – Novel Study [written assessment - analysis]</p> <ul style="list-style-type: none"> • Aristotle extension of the mainstream curriculum – Students will build background knowledge of the psychology of adolescence to inform an analytical essay regarding important messages in the novel for teenage readers • Link to the Senior English Syllabus Unit 4 – Close study of literary texts [extended written response]
-----------------	---

	<p>English Unit 3 – Advertising [written assessment – public text opinion]</p> <ul style="list-style-type: none"> • Aristotle extension of the mainstream curriculum – Students will develop a sophisticated understanding of the psychology and ethics of advertising to inform a media article about impacts of advertising • Link to the Senior English Syllabus Unit 2 - Texts and Culture [extended spoken response] <p>English Unit 4 – Representations of Aboriginal and Torres Strait Islander people and cultures [spoken analysis assessment]</p> <ul style="list-style-type: none"> • Aristotle extension of the mainstream curriculum – Students will consider philosophical positions that underpin representations of indigenous people and their histories, linking these understandings to analyses of contemporary films. • Link to the Senior English Syllabus Unit 1 – Perspectives and Texts [extended written response]
Assessment	<p>The Australian Curriculum in English requires students to attempt a range of written, spoken and multimodal assessment tasks.</p> <p>Unit 1 – Written assignment [short story] Unit 2 – Reading comprehension test + Written assignment [analytical essay] Unit 3 - Written assignment [opinion-piece article] Unit 4 - Spoken presentation [podcast episode]</p>
Costs	See Booklist for equipment requirements. No other subject costs.
Considerations and expectations	Students are required to bring their learning materials with them to every English class and to treat their equipment with respect.
Parent/Carer Support	<p>Parents can help their students to achieve success in English by encouraging them to read and by reading to them regularly. The ability to read is a key skill that gives a student many advantages in life, so any level of reading improvement is valuable.</p> <p>Checking assessment due dates and helping a student to develop a homework/assignment/study schedule so that they can meet those due dates is a really useful support strategy. With multiple subjects in high school, several exams and assignments may be due in the same week so planning is essential for student wellbeing and academic success.</p>

MAT – Mathematics	
<p>Learning mathematics creates opportunities for and enriches the lives of all Australians. Mathematics incorporates the skills of numeracy, rote learning of procedures, problem solving and critical thinking; research shows that students who learn mathematics achieve better overall results in education. This is why in Queensland Mathematics is a compulsory subject for all students in Year 8. Dalby State High School uses 'The Australian Curriculum' to inform our curriculum and assessment and further information can be found online at www.australiancurriculum.edu.au/mathematics .</p>	
Subject Outline	<p>Learning Strands</p> <p>Year 8 Mathematics develops knowledge in the 'Australian Curriculum' strands of</p> <ul style="list-style-type: none"> • Number and Algebra • Measurement and Geometry • Statistics and Probability. <p>It also builds the numeracy capabilities, problem solving strategies and reasoning abilities that all students need in their personal, work and civic life. Students learn mathematics through theory, practical applications, practice from textbook questions, worksheets and using online resources including 'IXL Maths'.</p> <p>Text books</p> <ul style="list-style-type: none"> • Jacaranda Maths Quest 8 <p>Units of Study</p> <p>Unit 1: Measurement and geometry Unit 2: Integer operations, fractions, decimals, percentages, rates and ratios Unit 3: Statistics, probability and time Unit 4: Index laws and algebra</p>
Assessment	<p>The Australian Curriculum in Unit 1 - Assignment and Exam Unit 2 - Exam and Homework tasks Unit 3 - Assignment and Exam Unit 4 - Exam and Homework tasks</p>
Costs	See Booklist for equipment requirements. No other subject costs.
Considerations and expectations	<p>Students must remember to bring all required materials to every lesson including:</p> <ul style="list-style-type: none"> • Pencil case including at least: Pens, pencils, ruler, eraser, sharpener, • highlighter, 30cm ruler, protractor and glue stick • Scientific Calculator (TI30-XB calculator is supplied by the resource scheme) • Workbook/theory book • Text book <p>Students are able to bring their laptop to complete classwork in place of a notebook. It is advised that they use a stylus rather than typing and they are expected to ensure their laptop is charged.</p>
Parent/Carer Support	<p>Parents can assist their child by helping them work through the homework tasks, working with their child while they use the online resource 'IXL Maths' found at www.au.ixl.com/signin/dalby encouraging their child to attend before school tutoring (every Tuesday morning), working through revision sheets sent home before exams and proof reading their assignments. Parents can also feel free to contact teachers or the Head of Department directly.</p>

SCI – Science	
<p>Core Science builds on the knowledge and skills developed in year 7. Students describe situations where scientific knowledge from different science disciplines has been used to solve a real-world problem. They also explain how the solution was viewed by, and impacted on, different groups in society.</p>	
Subject Outline	<p>Learning Strands</p> <p>The Australian Curriculum: Science has three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. Together, the three strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.</p> <p>The Understanding strand has four sub-strands</p> <ul style="list-style-type: none"> • Biological Sciences: concerned with understanding living things. • Chemical Sciences: concerned with understanding the composition and behaviour of substances. • Physical Sciences: concerned with understanding the nature of forces and motion, and matter and energy. • Earth and Space Sciences: concerned with Earth’s dynamic structure and its place in the cosmos. <p>Text book</p> <ul style="list-style-type: none"> • Pearson Science 8’, Second Edition <p>Units of Study</p> <p>Unit 1: Physics – Energy and Working with Scientific Data Unit 2: Biology – Cells and Body Systems Unit 3: Chemistry – Elements, Compounds and Mixtures Unit 4: Earth Science – Rocks and Mining</p>
Assessment	<p>The Australian Curriculum in Science requires students to complete investigations and examinations.</p> <p>Unit 1 – Experiment Report Unit 2 – Exam Unit 3 – Exam Unit 4 – Research Task</p>
Costs	See Booklist for equipment requirements. No other subject costs.
Considerations and expectations	Students are required to bring their learning materials with them to every Science class and to treat their equipment with respect. Regular revision of class work and completion of homework will be greatly beneficial to students.
Parent/Carer Support	Parents can also assist by checking assessment due dates and helping to develop a homework/ assignment/study schedule so that students can meet those due dates. With multiple subjects in high school, several exams and assignments may be due in the same week so planning is essential for student wellbeing and academic success.

SCI Science (STEM)	
<p>Science builds on the knowledge and skills developed in primary school. Students describe situations where scientific knowledge from different science disciplines has been used to solve a real-world problem. They also explain how the solution was viewed by, and impacted on, different groups in society. Students in the STEM class are provided with extra learning opportunities throughout the year that will enhance their appreciation for science and how it relates to maths, technology and engineering.</p>	
Subject Outline	<p>Learning Strands</p> <p>The Australian Curriculum: Science has three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. Together, the three strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.</p> <p>The Understanding strand has four sub-strands</p> <ul style="list-style-type: none"> • Biological Sciences: concerned with understanding living things. • Chemical Sciences: concerned with understanding the composition and behaviour of substances. • Physical Sciences: concerned with understanding the nature of forces and motion, and matter and energy. • Earth and Space Sciences: concerned with Earth's dynamic structure and its place in the cosmos. <p>Text books</p> <ul style="list-style-type: none"> • 'Pearson Science 7', Second Edition <p>Units of Study</p> <p>Unit 1: Chemistry – Separating Mixtures Unit 2: Biology – Classification and Food Webs Unit 3: Physics - Forces Unit 4: Earth Science – Earth's Resources and Earth in Space</p>
Assessment	<p>The Australian Curriculum in Science requires students to complete investigations and examinations.</p> <p>Unit 1 - Experimental Investigation Unit 2 - Examination Unit 3 - Experimental Investigation Unit 4 – Examination</p> <p>Students also do a project based on engineering principles during the year.</p>
Costs	See Booklist for equipment requirements. No other subject costs.
Considerations and expectations	Students are required to bring their learning materials with them to every Science class and to treat their equipment with respect.
Parent/Carer Support	Parents can assist their student with Science by encouraging students to read their text book. Parents can also assist by checking assessment due dates and helping to develop a homework/ assignment/study schedule so that students can meet those due dates. With multiple subjects in high school, several exams and assignments may be due in the same week so planning is essential for student wellbeing and academic success.

HIS – History	
<p>The Year 8 curriculum provides a study of history from the end of the ancient period to the beginning of the modern period, c.650– 1750 AD (CE). This was when major civilisations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.</p> <p>The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.</p>	
Subject Outline	<p>Learning Strands</p> <p>The history content at this year level involves two strands: historical knowledge and understanding, and historical skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts.</p> <p>Text books</p> <p>A number of Textbooks from the Resource Scheme will be utilised including the Pearson History Textbook.</p> <p>Units of Study</p> <p>Unit 1: Ancient Polynesia Unit 2: Medieval Europe</p>
Assessment	<p>Unit 1: Examination – students will critically examine a variety of sources about aspects of Ancient Polynesian culture.</p> <p>Unit 2: Examination – students will demonstrate their knowledge and understanding of Medieval Europe, as well as critically examine a variety of historical sources.</p>
Costs	See Booklist for equipment requirements. No other subject costs.
Considerations and expectations	<p>Students are required to bring their learning materials with them to every History class and to treat their equipment with respect.</p> <p>Recommended materials: USB stick</p>
Parent/Carer Support	Parents can support students by encouraging widespread reading, viewing historical relevant documentaries and television programs; and by using assessment calendars to help students manage their time to meet due dates and assessment requirements.

GEG – Geography	
<p>There are two units of study in the Year 8 curriculum for Geography: 'Landforms and landscapes' and 'Changing nations'.</p> <p>'Landforms and landscapes' focuses on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. 'Landforms and landscapes' develops students' understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples.</p> <p>'Changing nations' investigates the changing human geography of countries, as revealed by shifts in population distribution. The spatial distribution of population is a sensitive indicator of economic and social change, and has significant environmental, economic and social effects, both negative and positive. It investigates the reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia's human geography. The redistribution of population resulting from internal migration is examined through case studies of Australia and China, and is contrasted with the way international migration reinforces urban concentration in Australia. The unit then examines issues related to the management and future of Australia's urban areas.</p>	
Subject Outline	<p>Learning Strands</p> <p>The content of this year level is organised into two strands: geographical knowledge and understanding, and geographical inquiry and skills. These strands are interrelated and have been developed to be taught in an integrated manner, and in ways that are appropriate to specific local contexts.</p> <p>Textbooks</p> <p>A number of textbooks from the Resource Scheme will be utilised.</p> <p>Units of Study</p> <ul style="list-style-type: none"> • Unit 1: Landforms and landscapes • Unit 2: Changing nations
Assessment	<p>Unit 1: Examination – Students will demonstrate knowledge and understanding of geographical processes, in addition to geographical skills including grid referencing, cross-sections, contour maps and climate graphs.</p> <p>Unit 2: Assignment – Students will undertake in an investigation about the impact of urbanisation on Dalby. They will analyse and evaluate proposed actions to make Dalby a more liveable and sustainable town to live in for the future.</p>
Costs	See Booklist for equipment requirements. No other subject costs.
Considerations and expectations	<p>Students are required to bring their learning materials with them to every Geography class and to treat their equipment with respect.</p> <p>Students will attend a local Field Trip to investigate the impact of urbanisation on Dalby.</p> <p>Recommended materials: USB stick</p>
Parent/Carer Support	Encourage widespread reading, viewing documentaries and current affair programs. Using assessment calendars to help students manage their time to meet due dates and assessment requirements.

CIV – Civics and Citizenship	
The Year 7–10 Australian Curriculum in Civics and Citizenship provides students with opportunities to investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society.	
Subject Outline	<p>Learning Strands</p> <p>The civics and citizenship content involves two strands:</p> <ul style="list-style-type: none"> • civics and citizenship knowledge and understanding • civics and citizenship skills <ul style="list-style-type: none"> • questioning and research • analysis, synthesis and interpretation • problem-solving and decision making • communication and reflection <p>Text books: Nil</p> <p>Units of Study</p> <ul style="list-style-type: none"> • Government and democracy • How laws are made and types of laws • Citizenship, diversity and identity
Assessment	The Australian Curriculum in Year 8: Exam
Costs	See Booklist for equipment requirements. No other subject costs.
Considerations and expectations	Regular revision of class work will be greatly beneficial to students. Watching news programmes will also enable students to expand their understanding of legal and civic issues.
Parent/Carer Support	Encourage widespread reading, viewing documentaries and current affair programs. Using assessment calendars to help students manage their time to meet due dates and assessment requirements.

ECB – Economics and Business	
The Year 7–10 Australian Curriculum in Economics and Business aims to develop students' enterprising behaviours and capabilities that can be transferable into life, work and business opportunities and will contribute to the development and prosperity of individuals and society.	
Subject Outline	<p>Learning Strands</p> <p>Economics and Business Knowledge and Understanding</p> <p>Economics and Business Skills</p> <ul style="list-style-type: none"> • Questioning and research • Analysis and interpretation • Economic reasoning and application • Communication and reflection <p>Text books: Nil</p> <p>Units of Study</p> <p>Consumer and financial literacy</p> <p><i>Consumer and financial literacy</i> explores the role of making responsible and informed decisions about consumer issues and managing money and assets.</p> <p>Work and work futures</p> <p><i>Work and work futures</i> focuses on work and the work environment and the contribution of work to individual and collective wellbeing. It explores the factors that influence the work environment now and into the future and the rights and responsibilities of participants in the work environment.</p>
Assessment	The Australian Curriculum in Year 8: Portfolio of work
Costs	See Booklist for equipment requirements. No other subject costs.
Considerations and expectations	Regular revision of class work will be greatly beneficial to students. Watching news programmes will also enable students to expand their understanding of economics and the business environment.
Parent/Carer Support	Parents/carer could assist their student by ensuring materials are brought to each lesson and assisting them to revise class work regularly and to ensure scheduled assessment due dates are met. Family discussions about finances and economic decisions may also help students to develop their understanding in this subject.

HPE – Health and Physical Education	
<p>The Australian Curriculum in Health and Physical Education is built around two strands including Personal, Social and Community Health as well as Movement and Physical Activity. The course of study in Year 8 aims to develop knowledge, understanding and skills to enable students to access and evaluate information to enhance the health, safety and wellbeing of themselves and those around them and to engage effectively in physical participation.</p>	
Subject Outline	<p>Learning Strands</p> <ul style="list-style-type: none"> • <i>Personal, Social and Community Health:</i> Evaluate strategies and resources to manage changes, analyse factors that influence emotional responses and investigate strategies and practices that enhance their own, others' and community health and wellbeing. • <i>Movement and Physical Activity-</i> Apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity, demonstrate skills and make informed decisions and propose and implement actions that promote their own and others' health, safety and wellbeing, apply the elements of movement to compose and perform movement sequences <p>Units of Study</p> <p>Unit 1: Nutrition (breakfast consumption) and swimming Unit 2: Alcohol and athletics Unit 3: Cyber bullying and invasion games Unit 4: Training programs and striking games</p>
Assessment	<p>Unit 1 – Short and extended response exam and apply personal and social skills Unit 2 – Multimodal presentation and propose and implement actions that promote their own and others' health, safety and wellbeing. Unit 3 – Combination exam and apply elements of movement to compose and perform movement sequences Unit 4 – Research task and demonstrating skills to improve fitness outcomes.</p>
Costs	See Booklist for equipment requirements. \$30- swimming levy.
Considerations and expectations	Students are required to bring their learning materials with them to every Health and Physical Education class and to treat their equipment with respect.
Parent/Carer Support	<p>Parents can help their students to achieve success in Health and Physical Education by encouraging them to actively engage in class discussion and practical sessions. It is important for year 8 students to understand the value of physical movement as well as the importance of developing key personal and social skills necessary to achieve success.</p> <p>Checking assessment due dates and helping a student to develop a homework/assignment/study schedule so that they can meet those due dates is a really useful support strategy. With multiple subjects in high school, several exams and assignments may be due in the same week so planning is essential for student wellbeing and academic success.</p>

ART – Visual Arts	
<p>In Visual Arts, students experience and explore the concepts of artists, artworks, world and audience. Students learn in, through and about visual arts practices, including the fields of art, craft and design. Students develop practical skills and critical thinking which inform their work as artists and audience.</p>	
Subject Outline	<p>Unit of Study: Cubism Fractured Portraits</p> <p>Students will explore and research renowned Cubism artists. They will create a Cubist portrait, using the complex composition style of Cubism, where more than one angle of a subject is shown on a two-dimensional surface. Skills developed in this unit include research and writing - using PowerPoint, composition of artworks, colour theory and painting/drawing application.</p>
Assessment	<p>The Australian Curriculum in Visual Art requires students to identify and analyse how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art making. They evaluate how they and others are influenced by artworks from different cultures, times and places.</p> <p>Students plan their art making in response to exploration of techniques and processes used in their own and others' artworks. They demonstrate use of visual conventions, techniques and processes to communicate meaning in their artworks.</p> <p>Students in Visual Art are assessed in the strands of making and responding.</p> <p>Making: students create a folio of artworks that demonstrate the skills of drawing, painting and collage.</p> <p>Responding: students will respond to their own artwork and the works of others. They will show their understanding of the elements of Art.</p>
Costs	See Booklist for equipment requirements. No other subject costs.
Considerations and expectations	Students are required to bring their learning materials with them to every Art class. They are expected to treat their own equipment and the Art department equipment safely and with respect.
Parent/Carer Support	Checking assessment due dates and helping a student to develop a homework/assignment/study schedule so that they can meet those due dates is a really useful support strategy. With multiple subjects in high school, several exams and assignments may be due in the same week so planning is essential for student wellbeing and academic success.

MED – Media Arts	
<p>In Media Arts, students develop knowledge, understanding and skills in the creative use of communications technologies and digital materials to tell stories and explore concepts for diverse purposes and audiences. Media artists represent the world using platforms such as television, film, video, newspapers, radio, video games, the internet and mobile media. Produced and received in diverse contexts, these communication forms are important sources of information, entertainment, persuasion and education and are significant cultural industries.</p>	
Subject Outline	<p>Units of Study</p> <p>Unit 2: Genre Study Students will engage in a genre study unit with a focus on video production skills and genre codes and conventions.</p>
Assessment	<p>The Australian Curriculum in Media Arts requires students to identify and analyse how representations of social values and points of view are portrayed in the media artworks they make, distribute and view. They evaluate how they use genre and media conventions and technical and symbolic elements to make meaning.</p> <p>Students produce representations of social values and points of view in media artworks for particular audiences and contexts. They use genre and media conventions and shape technical and symbolic elements for specific purposes and meaning. They collaborate with others in design and production processes, and control equipment and technologies to achieve their intentions. Students in Media Arts are assessed in the strands of making and responding.</p> <p>Unit 2: Production - a storyboard, a short genre scene, an explanation and justification paragraph</p>
Costs	See Booklist for equipment requirements. No other subject costs.
Considerations and expectations	Students are required to bring their learning materials with them to every Media class. They are expected to treat their own equipment and the Media department equipment safely and with respect.
Parent/Carer Support	Checking assessment due dates and helping a student to develop a homework/assignment/study schedule so that they can meet those due dates is a really useful support strategy. With multiple subjects in high school, several exams and assignments may be due in the same week so planning is essential for student wellbeing and academic success.

DRA – Drama	
<p>In Drama, students explore, depict and celebrate human experience by imagining and representing other people through live enactment. Drama is a collaborative art, combining physical, verbal, visual and aural dimensions. In drama students experience theatre and develop an understanding of the performer/audience relationship.</p>	
Subject Outline	<p>Resources <i>Boy Overboard</i> by Patricia Cornelius; In-class workbook (provided)</p> <p>Units of Study <i>Unit 2: The Power of Plays – Year 8</i> Students will build upon their foundations of the elements of drama and enhance their skills of stagecraft. Character development, script analysis, collaborative directing, rehearsal processes and live performances will benefit the dramatic expression of Year 8 students in their course of study.</p>
Assessment	<p>The Australian Curriculum in Drama requires students to identify and analyse how the elements of drama are used, combined and manipulated. They apply this knowledge in drama they make and perform. They evaluate how they and others from different cultures, times and places communicate meaning and intent through drama.</p> <p>Students collaborate to devise, interpret and perform drama. They manipulate the elements of drama, narrative and structure to control and communicate meaning. They apply performance conventions to convey character and relationships. They use performance skills and design elements to shape and focus theatrical effect for an audience.</p> <p>Making: Performance - Use the knowledge of a script to create a character and perform in role to a live audience.</p> <p>Responding: Reflect on performance making processes and performance.</p>
Costs	See Booklist for equipment requirements. No other subject costs.
Considerations and expectations	Students are required to bring their learning materials with them at the beginning of each unit, students will have the option to leave this in the classroom or bring to every Drama class. They are expected to treat their own equipment and the Drama department equipment safely and with respect.
Parent/Carer Support	Checking assessment due dates and helping a student to develop a homework/assignment/study schedule so that they can meet those due dates is a really useful support strategy. With multiple subjects in high school, several exams and assignments may be due in the same week so planning is essential for student wellbeing and academic success.

MUS – Music	
<p>In Music, students use the concepts and materials of music to compose, improvise, arrange, perform, conduct and respond to their own and others' work. They learn the elements of music including duration (rhythm and tempo), dynamics, form, pitch (melody and harmony), and timbre (sound texture and quality). They apply this knowledge to the materials of music, including the voice, body, instruments, found sound sources (natural and manufactured objects including stones, household objects and so on) and information and communication technology.</p>	
Subject Outline	<p>Units of Study</p> <p><i>Rock and its many styles</i></p> <p>In this unit, students will explore how pop and rock music differs. They will listen to, analyse and evaluate songs and identify their structure and compositional devices. Students will also consolidate and expand their knowledge of music elements. They will further their skills on guitar, acquire basic keyboard skills whilst also developing music literacy by reading music using treble clef. They will demonstrate their understanding of song structure by composing a computer-generated rock song using Sibelius software.</p>
Assessment	<p>The Australian Curriculum in Music requires students to identify and analyse how the elements of music are used in different styles and apply this knowledge in their performances and compositions.</p> <p>Students manipulate the elements of music and stylistic conventions to compose music. They interpret, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills. They use aural skills, music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in music they perform and compose.</p> <p>Students in Year 8 Music are assessed in the strand of making.</p> <ul style="list-style-type: none"> - Students will perform on guitar, sing and play basic melodies on keyboard to demonstrate technical and aural skills. <p>Students will compose a short piece of music to demonstrate their understanding of a selected rock style and song structure.</p>
Costs	See Booklist for equipment requirements. No other subject costs.
Considerations and expectations	Students are required to bring their learning materials with them to every Music class. They are expected to treat their own equipment and the Music department equipment safely and with respect.
Parent/Carer Support	Checking assessment due dates and helping a student to develop a homework/assignment/study schedule so that they can meet those due dates is a really useful support strategy. With multiple subjects in high school, several exams and assignments may be due in the same week so planning is essential for student wellbeing and academic success.

TTZ – Material and Technologies Specialisations (Design & Technologies)

Material and Technologies Specialisations refers to the procedures and techniques used to combine the Design Process, Graphical Representation and the Processing of Materials into useful products. In Design and Technologies students engage in a design process. They generate, develop and evaluate ideas and design, produce (make) and evaluate products, services and environments in a range of technologies contexts in home, community and global settings. Students act and make ethical decisions about technologies, considering legal, economic, environmental and social implications. They learn about the process of design as well as different technologies contexts. They realise (make) solutions by working technologically using technologies processes and production involving their hands, tools, equipment and digital technologies, using natural and fabricated materials.

The Design component focuses on the application of design thinking process to envisage creative products, services and environments in response to human needs. It is a complex and sophisticated form of problem solving that uses divergent and convergent thinking strategies that can be practiced and improved. The Graphical Skills section focuses on the underpinning industry practices and production processes required to produce the technical / workshop drawings used to prior the processing of materials.

Once the above sections are completed students will use a range of materials including wood, metal, plastics, and associated technologies to produce take-home products. Students undertake the development of products from design through manufacturing to process evaluation. In addition, students will develop practical hand skills and tool manipulation useful across a range of future personal and professional settings.

Subject Outline	<ul style="list-style-type: none"> • Students will develop a knowledge and understanding of Design in Practice and Exploring the Design Processes • Sketching Processes & Practices and Production Graphics (CAD softwareInventor) • Develop an understanding of material properties and specialities • Additive Manufacturing (3D Printing) and workshop production skills
Assessment	<p>Students will be assessed on their understanding and ability to follow Workplace Health and Safety procedures in the workshop. Specific design and material processing practices will also be assessed. Students will be assessed using the dimensions of: Knowledge and understanding and Processes/Production skills via;</p> <ul style="list-style-type: none"> • Ongoing subjective assessment of all class activities and tasks • Work folios • Project completion
Costs	A4 display book, all costs are covered by the Resource Scheme – including workshop materials.
Considerations and expectations	Students are required to wear closed in shoes for practical activities. This subject involves students in both practical and theoretical learning activities. Students who cannot follow safety procedures (including following instructions and listening in class) will not be allowed to participate in practical activities. Alternate theory work and assessment will be provided for those students.
Parent/Carer Support	Parents can assist by ensuring that your student has required materials for each and every lesson. Encouraging your student to try new learning experiences that maybe out of their comfort zone, and striving for their best effort.

TFF – Agricultural Science (Technology – Food and Fibre)	
<p>Students will be introduced agriculture as a sustainable practice. Students will learn why agriculture is so important in our lives. They will learn about modern technology in agriculture and how it is contributing to our food security.</p> <p>Students will also be introduced to the Bunya Campus and the farming operations carried out there. They will also do practical work at the Bunya Campus.</p>	
Subject Outline	<p>Learning Strands This subject draws on content and other objectives from the Australian Science Curriculum and to a lesser extent the Technology Curriculum. The Australian Curriculum: Science has three interrelated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. Together, the three strands of the science curriculum provide students with understanding, knowledge and skills through which they can develop a scientific view of the world. Students are challenged to explore science, its concepts, nature and uses through clearly described inquiry processes.</p> <p>Text books</p> <ul style="list-style-type: none"> • Dynamic Agriculture (P-10) <p>Units of Study</p> <p>Term 1: Sustainability and technology in Agriculture</p> <p>Term 2: Dairy Cattle Production</p> <p>Term 3: Layer Poultry Production</p> <p>Term 4: Cropping Production</p>
Assessment	<p>The Australian Curriculum in Science requires students to complete a variety of assessment tasks.</p> <p>Term 1: Research Task</p> <p>Term 2: Exam</p> <p>Term 3: Research Task</p> <p>Term 4: Exam</p>
Costs	See Booklist for equipment requirements. There will be a cost for the bus travel to the Bunya Campus, paid through the resource scheme.
Considerations and expectations	Students are required to bring their learning materials with them to every Agricultural Science class and to treat their equipment with respect. Regular revision of class work and completion of homework will be greatly beneficial to students.
Parent/Carer Support	Parents can also assist by checking assessment due dates and helping to develop a homework/ assignment/study schedule so that students can meet those due dates. With multiple subjects in high school, several exams and assignments may be due in the same week so planning is essential for student wellbeing and academic success.

DIG - Digital Technologies	
Digital Technologies provides students with practical opportunities to use computational thinking and helps students to become innovative creators of digital solutions and effective users of digital systems.	
Subject Outline	<p>Learning Strands</p> <ul style="list-style-type: none"> • Digital Technologies Knowledge and Understanding • Digital Technologies Processes and Production Skills <p>Text books</p> <ul style="list-style-type: none"> • “Digital Technologies for the Australian Curriculum Years 7 and 8” (Grover and Vinton) <p>Units of Study</p> <ul style="list-style-type: none"> • Design algorithms and programme Edison robots to perform a variety of tasks • Types of digital networks • How text, image and audio data can be represented in digital systems
Assessment	Students will be assessed in The Australian Curriculum by submitting a folio of tasks.
Costs	See Booklist for equipment requirements. There are no other subject costs.
Considerations and expectations	Students are required to treat equipment with respect and care. During class time students should use technology for relevant class work only.
Parent/Carer Support	Parents/carers could assist students by ensuring recommended materials are brought to each lesson and to ensure scheduled due dates are met.

TFD – Food/Fashion Specialisations	
<p>The Australian Curriculum in Design and Technologies – Food and Fashion Specialisations is built around two strands of Knowledge and understanding and Processes and production skills. The central focus of TFD is the wellbeing of individuals and communities. TFD encourages personal independence and effective living within wider society. Real world applications are based on the necessity that all individuals need to eat, be clothed and maintain human relationships. TFD teaches students to think critically, creatively and responsibly to enhance the well-being of an individual and community.</p>	
Subject Outline	<p>Learning Strands</p> <ul style="list-style-type: none"> • Knowledge and Understanding of Design Technologies in the contexts of food specialisations, and materials and technologies specialisations. • Processes and Production Skills – Investigate, design, select and justify choices to produce and evaluate design ideas for both food and fashion. <p>Text books</p> <p>Workbooks will be provided for students.</p> <p>Units of Study</p> <p>Unit 1 - Let's Fuse It – Food – extending basic skills from Year 7 – learning to use pastry, and write workplans to make simple meals suitable for families. Unit 2 – Let's Fuse It – Fashion – extending basic skills to sew a fabric bag with a pocket, Velcro, button and buttonhole.</p>
Assessment	<p>The Australian Curriculum in Design Technologies Unit 1 - Written and Practical Cookery Exam Unit 1 - Written assignment and Practical Sewing</p>
Costs	<p>See Booklist for equipment requirements. No other subject costs. All costs are covered by the Resource Scheme, including booklets, ingredients and sewing resources.</p>
Considerations and expectations	<p>Students are required to always wear closed in shoes for practical activities (as per uniform policy). This subject engages students in both practical and theoretical learning activities. Students who cannot follow safety procedures (including following instructions and listening in class) will not be allowed to participate in practical activities. Alternate theory work and assessment will be provided for those students.</p>
Parent/Carer Support	<p>Parents can assist students with their TFD study by encouraging/allowing/expecting them to contribute towards the running of your home. This could include regularly helping to plan and prepare meals, write shopping lists, exploring food options when shopping; caring for textiles in your home (ironing, washing), reading clothing labels and communicating and talking about school and friendships.</p>

JAP – Japanese	
<p>The Australian Curriculum developed for Japanese is built around communicating and understanding. Together these strands focus on developing students' abilities to solve problems, identify with other people and cultures and develop their language and communication skills. By studying Japanese, students develop skills that help them to identify with others and appreciate the lifestyle, culture and traditions of the Japanese people.</p>	
Subject Outline	<p>Learning Strands</p> <ul style="list-style-type: none"> • Communicating: How language is in creating texts and presenting information, socialising with peers and teachers, translating short texts and reflecting on language usage similarities and differences between their own usual language and Japanese. • Understanding: How language features are employed to create meaning, variations in language usage and the role of language as a cultural product. <p>Units of Study</p> <ul style="list-style-type: none"> • What is Friendship? Explore the concept of friendship and how it is expressed across cultures.
Assessment	Written and Spoken assessment
Costs	See Booklist for equipment requirements. No other subject costs.
Considerations and expectations	Students are required to bring their learning materials with them to every Japanese class and to treat their equipment with respect.
Parent/Carer Support	Parent can assist by encouraging rehearsal of language and using the assessment calendars to help students manage their time to meet due dates and assessment requirements.